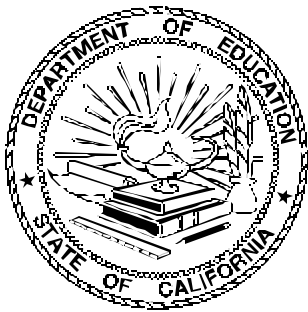


# **Workforce Investment Act, Title II Adult Education *and* Family Literacy Act**

## **California State Plan 1999-2004**



California Department of Education, Adult Education Office  
660 J Street, Suite 400  
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# Preface

The adult education system we propose builds upon the goals and principles that have guided the development of adult education over past decades. The basic mission of California adult education is as follows:

*To provide lifelong educational opportunities and services which address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as citizens, workers, parents and family members, and consumers of goods, services, and leisure.*

This mission has been, and should continue to be, guided by the following principles:

- Encouragement of an educated population and individual development
- Learning throughout life
- Equal opportunity to learn
- Public responsibility to provide education
- Accessibility and alternative learning modes
- Learning achievement as the measure of success
- Responsiveness to many needs
- Partnerships with business and other agencies

The above mission and principles have remained as the foundation for building the future. However, social and economic changes are providing new tools and requiring new approaches to better serve these goals.

Adult education is at an historic crossroads. By moving proactively, California can create an educational system that better meets the needs of adult learners, our state, and those who run our adult education programs:

- For the adult learner, the future can bring easier access to educational resources and learning that is more closely tailored to individual needs. State-of-the-art technology can be used to make individuals more aware of the learning opportunities available to them, and to streamline the processes of enrollment and participation. Alternate approaches to learning can be made available to ensure that education is appropriate to adults and easily used by individuals with different needs. For example, education can be provided at convenient times, instructional technologies such as interactive video disks, distance learning, and computer assisted programs can be applied, learning can occur at home via TV and telecommunication hookups, and alternative methods such as tutoring and on-the-job training can be enhanced. Finally, educational certification processes can move progressively to competency assessments and away from “seat time” in order to ensure real gains to learners.
- California can create the capacity to ensure that our adult population has the education and skills to build a competitive economy and better quality of life. Student achievement and program data can guide the improvement of programs so that they provide maximum return to the taxpayer. These data can also guide periodic reassessment and prioritization of instructional programs so that the content of adult education remains attuned to state and local needs.
- For those who administer and teach adult education, added funds and the use of technology can provide the means to meet the challenges of tomorrow. New resources can be developed to make adults more aware of programs and encourage their participation. Technology and alternative instructional methods can provide the flexibility to improve program responsiveness. Procedures for collecting and processing data can be changed so that information serves the needs of students and schools as well as compliance requirements. Use of technology can cut paperwork, enrich educational activities, and reduce administrative workloads. Finally, collaborative planning among public and private stakeholders can facilitate needed changes and establish adult education as a critical pillar within California’s education system.



This plan proposes nothing less than an all out effort to improve adult skills and catalyze broad-based commitment to learning that meets the challenges of tomorrow. However, it does not propose a radical restructuring of existing educational institutions and programs. Rather it proposes development of new ways to deliver education and facilitate learning that will galvanize the participation and achievement of individuals, improve the responsiveness and outcomes of programs, systematically establish educational priorities, and build upon existing successes within our educational system.

The activities proposed in this plan build upon the cornerstone of partnership among stakeholders and accountability to students and the community. They empower individuals to improve their skills, but require commitment and achievement. They provide greater freedom and enhanced resources to educators, but require greater responsiveness and accountability. They promise a better work force for business, but call for greater involvement. They offer a better quality of life for all, but require greater support from each of us.

The Adult Education and Family Literacy Act helps California providers by supplementing the financial needs necessary to form partnerships and assist adults to become literate and obtain skills needed for employment and self-sufficiency. The Act further helps parents to assist with the education of their children.